

Childminder report

Inspection date: 18 September 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are very happy and settled in this welcoming, homely environment. The childminder works especially hard to make sure every child feels emotionally secure. She takes time to get to know children well when they first start, so they quickly settle in and feel at home. Children show how safe and happy they are with the childminder. They snuggle up with her and willingly invite her into their play and games. For example, they hold out their hands to her when they want to sing 'Row, row, row your boat'. The childminder immediately responds positively and makes the activity fun and engaging. Children squeal with laughter as they join in with the actions.

The childminder has a good understanding of how children learn. She plans interesting activities that take full account of what children are interested in. Children benefit from a good range of exciting activities at home and in the garden. For example, children delight in playing with sand and crunching up cereal in their hands to 'feed' the dinosaurs.

Children develop good social skills as the childminder creates a calm and consistent daily routine. She gives children plenty of opportunities to make independent choices, such as what they would like to play with or where they would like to play. This helps children develop confidence and to feel listened to and valued. The childminder encourages a very calm and happy environment for children. She praises children highly and celebrates their achievements so that children feel proud of themselves.

What does the early years setting do well and what does it need to do better?

- The childminder is very conscientious and offers a professional, well-organised childminding service. She works closely with parents and carers to fully understand every child's needs and shares feedback regularly to make sure learning continues at home. Parents report how happy and settled their children are in the childminder's care. They note the good progress children make in their learning and development, especially in their communication skills.
- The childminder plans for children's learning and development well. She makes sure children are consistently challenged and able to develop a wide range of skills and knowledge. The childminder prepares younger children well for starting nursery and school. She plans activities to help children learn how to share, take turns and form relationships with others. The childminder uses creative strategies to build children's confidence in making choices. For example, when children arrive in the morning, they talk about what they would like to do and use pictures to help them choose.
- Children develop a good understanding of how to manage and understand their

different emotions. The childminder knows the children well and recognises when they need extra comfort and support. She displays pictures around the home and uses puppets to help children understand and talk about how they are feeling. These strategies encourage children to manage their emotions well. Children begin to regulate their own behaviours and actions in a positive way.

- Teaching is consistently good. The childminder is very responsive to children's changing needs and adapts her routine and activities accordingly. She is particularly experienced in supporting children with special educational needs and/or disabilities (SEND). She has completed relevant training in this area to help her to better understand the assessment process for children with SEND. However, she has not yet focused her professional development more specifically to further develop her teaching skills.
- The childminder uses everyday activities, such as songs, rhymes and stories, to support children's speaking and listening skills. She helps children become confident communicators as she uses signs as well as spoken words. Children copy these signs and quickly make their needs and wishes clearly understood. For example, children learn to confidently sign 'good morning' and use words and signs to say 'please' and 'thank you' in everyday conversations.
- The childminder works collaboratively with other professionals involved in children's care. She attends meetings, when necessary, and shares her comprehensive knowledge of children's developmental progress. She demonstrates a strong commitment towards effective partnership working. Assessment information is routinely shared so that teaching is focused on what every child needs. This helps children make good progress from their individual starting points.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- use professional development in an even more focused way to build on and continually improve the quality of teaching.

Setting details

Unique reference number	EY377128
Local authority	East Sussex
Inspection number	10355213
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	21 November 2018

Information about this early years setting

The childminder registered in 2008. She lives in Hastings, East Sussex. The childminder operates term-time only. She offers care for school-age children from 7.30am to 9am, Monday to Friday, and after-school care from 3pm to 6pm, Monday to Wednesday. Care is offered for early years children from 9am to 3pm, Monday to Thursday. The childminder has a relevant qualification at level 3.

Information about this inspection

Inspector

Jo Caswell

Inspection activities

- The childminder explained how she supports children's learning and development and the procedures she follows to keep children safe.
- The inspector observed the childminder interacting with children and evaluated how this supports children's learning.
- Children spoke to the inspector and involved her in their play ideas.
- The inspector took account of the feedback that was provided by parents and carers.
- Some documentation was checked, such as the childminder's qualification certificates and proof that adult members of the household have been suitably checked.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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